<table>
<thead>
<tr>
<th>Article</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The President's Corner</td>
<td>3</td>
</tr>
<tr>
<td>From the Editor's Desk</td>
<td>4</td>
</tr>
<tr>
<td>PWQ Updates &amp; Reminders</td>
<td>4</td>
</tr>
<tr>
<td>PWQ Resources on Sexual Assault</td>
<td>5</td>
</tr>
<tr>
<td>Short Article: A Strong &quot;No&quot; is Universal:</td>
<td>6</td>
</tr>
<tr>
<td>Resistance and Studying Abroad</td>
<td></td>
</tr>
<tr>
<td>Short Article: Walking a Mile in Their Shoes?</td>
<td>9</td>
</tr>
<tr>
<td>Not Likely: A Commentary About Politics,</td>
<td></td>
</tr>
<tr>
<td>Abortion Experiences and Attitudes.</td>
<td></td>
</tr>
<tr>
<td>SPW Member Services &amp; Announcements</td>
<td>11</td>
</tr>
<tr>
<td>SPW Fellow Criteria</td>
<td>13</td>
</tr>
<tr>
<td>The &quot;Last Page</td>
<td>15</td>
</tr>
</tbody>
</table>

Click each link to jump to the article!
We WELCOME our new Division 35 President, DR. MARGARET SIGNORELLA!

Dr. Signorella is a Distinguished Professor of Psychology and Women's, Gender, and Sexuality Studies at The Pennsylvania State University at Brandywine. Dr. Signorella has a long history of service to Division 35. She is a SPW Fellow and has served on the SPW Executive Committee since 2011.

Dr. Signorella's teaching and research focus on the development and consequences of gender and other social stereotypes, and in the use of computers and technology. Her teaching also emphasizes involving undergraduates in research.

Her research on the development and consequences of gender stereotypes is widely cited. Another area of research is the controversy over single-sex education. She co-edited two special issues of the journal Sex Roles (2011, 2013) on this topic, and authored or co-authored several other works addressing the debate.

An inaugural member of a global curriculum project, Teaching International, Dr. Signorella has presented at state and national conferences with her project colleagues about the benefits of a global perspective on teaching, such as the Diversity Research Symposium in September 2017. The particular benefits of teaching about gender with international perspectives were presented in March 2017 at the meetings of the Association for Women in Psychology (both with V. Montecinos, E. Mazur, and M. Higgins).

Dr. Signorella also authors Aganippe - a wonderful blog that explores a variety of social and political issues, including those related to gender and single-sex education. Be sure to check it out!

Stay tuned to learn more about the new Presidential Initiatives for Division 35! And in the meantime - we encourage you to join the discussion about the initiatives and the issues at the new Division 35 Townhall Discussion blog. You can find it here: at

FROM THE EDITOR’S DESK

Thank you for joining us for the Winter 2018 issue of The Feminist Psychologist!

We welcome Margaret Signorella, the new President of the Society for the Psychology of Women! Please take a look at the President’s Corner where you can learn more about Dr. Signorella and ways to discuss the initiatives she will be leading during her term.

When you opened your newsletter I hope you noticed that a few things have changed! We are continuing our mission to bring you information from our members and our Division leadership in a way that is appealing and enjoyable! We would love to hear what you think! Your feedback, suggestions, and overall input is welcomed!

Inside this issue we examine the benefits of self-defense training for study abroad students, explore ways that politics influences and abortion experiences influence abortion attitudes, and provide more details about what it takes to become a SPW Fellow. And for those working to address sexual assault and our current cultural climate - check out the resources from PWQ. There is timely and important information for us all!

We are still in process of growing our Editorial Staff and welcome interest from potential Associate and Assistant Editors and regular/guest Contributors. The Society for the Psychology of Women is a community and The Feminist Psychologist is an amazing forum for giving voice to our community.

Shani Harris, PhD
Editor, The Feminist Psychologist
Associate Professor, Psychology Department,
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PWQ podcasts and powerpoint slides that accompany some articles are freely available — no login required!

The articles that have these extras are listed here: http://journals.sagepub.com/page/pwq/suppl/index

- Powerpoints (created by Clare Mehta) are also linked to specific articles on issue pages.

- Podcasts (produced by Jan Yoder and by Mary Brabeck) are linked to specific articles and also collected on this page: http://journals.sagepub.com/page/pwq/podcasts

Some students have reported that the podcasts seem difficult to access (thanks to Kate Richmond for alerting us to this issue). The good news is that some of the podcasts can be downloaded with standard podcast apps— with some complications. Please note that…

- Not all podcasts are currently showing when searching in a podcast app.

- The newer podcasts are labeled PWQ but the older ones are labeled Psychology of Women Quarterly.

Dr. Brabeck will be working with SAGE on these complications. Please let her know if you have any suggestions (mmb7@nyu.edu) or questions.

The division is appreciative of the efforts by Dr. Brabeck and her staff to produce the journal and provide a quality reputable outlet for feminist research!
 Secondary and 2-Year Outcomes of a Sexual Assault Resistance Program for University Women
Charlene Y. Senn, Misha Eliaziw, Karen L. Hobden, Ian R. Newby-Clark, Paula C. Barata, H. Lorraine Radtke, and Wilfreda E. Thurston, June 2017

 Defending the Victim of Sexual Harassment: The Influence of Civil Courage and Media Exposure
Silvia Galdi, Anne Maass, and Mara Cadini, September 2017

 Gender-Based Violence and Armed Conflict: A Community-Informed Socioecological Conceptual Model From Northeastern Uganda
Jennifer J. Mootz, Sally D. Stabb, and Debra Mollen, September 2017

 White Female Bystanders’ Responses to a Black Woman at Risk for Incapacitated Sexual Assault
Jennifer Katz, Christine Merrilees, Jill C. Hoxmeier, and Marisa Motisi, June 2017

 Still Second Class: Sexual Harassment of Graduate Students

 Sexual Assault and Heavy Episodic Drinking Among Women of Asian/Pacific Islander Ancestry and Women of European Ancestry

 The Selective Use of Rape-Victim Stereotypes to Protect Culturally Similar Perpetrators
Renata Bongiorno, Blake M. McKimmie, and Barbara M. Masser, September 2016

 A Listening Guide Analysis of Women’s Experiences of Unacknowledged Rape
Dusty J. Johnstone, June 2016

 Yes, But: Young Women’s Views of Unwanted Sex at the Intersection of Gender and Class
Laina Y. Bay-Cheng and Anne E. Bruns, December 2016

 Necessary But Not Sufficient: Sexual Assault Information on College and University Websites
Emily M. Lund and Katie B. Thomas, December 2015

 The Ripple Effects of Stranger Harassment on Objectification of Self and Others
M. Meghan Davidson, Sarah J. Gervais, and Lindsey W. Sherd, March 2015
   ArticleTeaching Supplement PowerPoint

 College Students as Helpful Bystanders Against Sexual Violence: Gender, Race, and Year in College Moderate the Impact of Perceived Peer Norms
Amy L. Brown, Victoria L. Banyard, and Mary M. Moynihan, September 2014
   ArticleTeaching Supplement PowerPoint

 A Feminist, Ecological, Safety-Centered Approach to Teaching About Gendered Violence
Melanie Hetzel-Riggin, September 2014
   Article

 Sexual Objectification Increases Rape Victim Blame and Decreases Perceived Suffering
Steve Loughnan, Afrodit Pina, Eduardo A. Vasquez, and Elisa Puvia, December 2013
   ArticleTeaching Supplement PowerPoint

 Access this article at PWQ OnlineFirst!
http://pwq.sagepub.com/content/early/recent
A STRONG 'NO' IS UNIVERSAL:
Resistance and Studying Abroad

Jill Swirsky¹ and Tiffany Marcantonio²

Guest contributors: Jill Cermele, PhD³ Karen Chasen ⁴, Martha McCaughey, PhD ⁵

Temple University ¹, University of Arkansas ², Drew University ³, Prepare Inc. ⁴ Appalachian State University ⁵

Studying abroad is a common experience among college students, and rates of studying abroad are rapidly increasing (Institute of International Education, 2011). Such expansion necessitates the need for continual reevaluation of the pre-departure training International Studies Departments (ISD) provides to their students. To date, there are no standardized guidelines on the content of pre-departure training. Preliminary findings from our study reviewing ISD websites (Marcantonio et al., in preparation) show topics useful for students traveling abroad: finding clean drinking water, avoiding infectious disease, and evading robbery. However, advice on how to prevent sexual assault was missing from the picture.

Women who study in a foreign country are three to five times more likely to experience sexual assault while abroad than their stateside peers (Kimble, Flack, & Burbidge, 2013). However, there is no published research on risk or protective factors associated with sexual assault during study abroad programs, including whether the risk for assault comes from individuals in the country they are visiting or other students in their study abroad programs. What is known is that studying abroad is strongly associated with higher rates of drinking (Pedersen, Larmier & Lee, 2010) and risky (e.g., condomless) casual sex (Marcantonio, Angelone & Sledjeski, 2015) compared to stateside peers; two factors that are strongly associated with higher risk for sexual assault. While the specific mechanisms regarding this increased risk remain unclear, the high rates of sexual assault among students studying abroad, combined with the dearth of research on pre-departure prevention measures, warrant further investigation.

While some ISD websites do offer resources for those who have been assaulted, this way of thinking assumes that, once initiated, an assault will be completed. However, this does not have to be the only story in the sexual assault narrative (Cermele, 2010). One specific form of intervention, supported by empirical data that reduces the likelihood of completed sexual assault is self-defense or resistance training. There are many types of resistance training, varying from martial arts style courses, college seminars, and short classes (Brecklin, 2008). However, programs with the best efficacy data use empowerment or feminist self-defense training (Thompson, 2014). Feminist self-defense courses can be differentiated from other types of resistance training through the emphasis on four themes: placing responsibility for violence on the perpetrator, locating violence within a broader social context, centering embodiment, and providing a comprehensive toolbox of self-defense strategies (Thompson, 2014).

More importantly, a growing body of literature finds that resistance is an effective strategy in preventing sexual assault (see Ullman, 1997, 2007 for reviews). In fact, forceful resistance (e.g., kicking, yelling) has been found to increase the likelihood of successfully stopping an assault, without further
endangering the victim (a commonly held misconception; e.g., Brecklin, 2008). Given that resistance is an effective means of thwarting assault, teaching potential targets how to resist is crucial. And resistance training works! In a recent randomized, controlled trial, women who completed a resistance-training course were significantly less likely to experience a completed rape over the course of a year compared to a control group (Senn et al., 2015). Another study of a 10-week feminist self-defense course found that women who received self-defense training were less likely to experience an assault during the following year compared to their non-trained peers (Hollander, 2014). Taken together, resistance training can provide students studying abroad with the skills to verbally and physically resist sexual assault.

IMPACT organizations such as Prepare Inc. (www.prepareinc.com) offer such training, which occurs in a state of heightened stress response (or adrenaline state of emotional and physical arousal), allowing students to gain muscle memory for a variety of defensive strikes. But it is not just about learning to resist an aggressor - Prepare teaches students to “trust their instincts, tap into their own intelligence and life experience, and choose for themselves if, when, and how to respond” (Prepareinc.com). Students learn everyday skills such as adrenaline management, communication (both verbal and non-verbal), and how to assess and manage uncomfortable or dangerous encounters. Learning these skills often results in feelings of increased empowerment, confidence, and the ability to set boundaries. Thus, empowerment self-defense training may provide a valuable skill set for students traveling abroad.

Imagine being a young student in a foreign country. You may not speak the language and are unfamiliar with the host country’s way of life. You do not know where to go for help, and you may or may not be enjoying the perks of a country with a lower legal drinking age. Now imagine that, before you left home, you were taught how to survey your surroundings, assess people and their behavior, yell loudly without self-consciousness, and, if the situation calls for it, how to effectively physically resist. No matter what language is spoken by the person making you feel uncomfortable on the subway, the student sitting near you in class, or the host family you are staying with; taking a wide stance and holding your hands up in front of your body in a universal sign for “stop!” is a clear message.

All of this begs the question of why sexual assault awareness and resistance training are missing from the pre-departure training provided to students. The short answer is, for the same reasons resistance training is missing from most on-campus rape prevention education programs. Many criticize resistance training as blaming the victim (see McCaughey & Cermele, 2015) — even though the responsibility for assault is ALWAYS on the perpetrator, and there is no evidence that self-defense training increases victim- or self-blame (Gidycz & Dardis, 2014). Despite substantial evidence, people see resistance training as too difficult for women to accomplish and not really part of sexual assault awareness and prevention (seejanefightback.com). Therefore, resistance training is not common in sexual assault prevention programs, which tend to rely on dated advice such as “watch your drink” and “travel in pairs.”

So where do we go from here? The first step is to stop ignoring the evidence that resistance training works! While it has not yet been tested as an...
DIVISION 35 HERITAGE AWARD

CALL FOR NOMINATIONS: DUE MAY 15, 2018

The Heritage Award is given annually to a senior individual who has made distinguished, long-standing and substantial contributions that pertain to women, gender or related issues in any of the following areas:

- Teaching/Mentoring
- Practice/Advocacy
- Research/Scholarship
- Professional Service

Preference is given to individuals whose contributions and achievements have not already been recognized by other SPW career awards. Previous recipients of the Carolyn Wood Sherif Award are not eligible.

Nominations should be submitted electronically and include:

1. A copy of the nominee's curriculum vitae.
2. A letter of nomination that describes the nature of the nominee's contribution to teaching/mentoring, practice/advocacy, research/scholarship, or professional service and its impact on feminist psychology. Please be specific as to the area for which you are nominating the nominee.
3. No more than three additional letters of support that describe the nominee's contributions and their impact on feminist psychology.
4. Supporting materials (up to three items) that document the nominee's contributions in the specified award area.

NOMINATIONS DEADLINE: MAY 15, 2018

Questions and nominations should be addressed to the Heritage Award chair:

Pam Remer, Ph. D  
Professor Emerita, University of Kentucky  
premer@uky.edu  
859-338-1473
Walking a mile in their shoes?
Not likely.
A commentary about politics, abortion experiences, and attitudes
Tiffany Marcantonio1 & Jill Swirsky2
Guest Contributor: Mary Hunt1
University of Arkansas, Temple University2

Ever since Roe v. Wade passed over 40 years ago, arguments have raged between political parties, religious groups, and society members about the legalization of abortion. Rates of documented abortion procedures dropped under former President Obama; perhaps due to tighter abortion restrictions after the 2010 midterms, as well as easier access to birth control. Currently 14.1 out of every 1000 women obtain abortions compared to 29.3 in 1980 (Guttmacher Institute, 2017). The Trump administration has continued to focus legislative action on restricting access to safe and legal abortions, as well as waging war on Planned Parenthood (regardless of the fact that abortion provision is only 3% of services offered). In other words, the decrease in reported abortions seems likely to continue under the current administration. Additionally, Trump’s decision to defund the Teen Pregnancy Prevention research program (introduced during the Obama administration) leaves us scratching our heads. It seems odd that an administration that claims to be against abortion would cut funding for preventative efforts that have decreased unplanned pregnancies particularly because we know that unintended pregnancy is associated with abortion. Thus, it begs the question, why is the government restricting access to abortion, but also cutting funding to prevent teen pregnancy?

One reason may date back to second-wave feminism, which held that “the personal is political” (Hanisch, 1969). In other words, personal experiences can, and often do, leak into the social and political worlds. It should be no surprise that lawmakers’ personal opinions about abortion
influence the bills and policies they put forth.

Research exploring attitudes toward abortion in the general population repeatedly finds that covariates such as religious beliefs, knowledge about the procedures, even sexism, contribute to their attitudes and opinions of abortion (e.g., Adamczyk, 2007; Hess & Rueb, 2005; Pachecho & Kreitzer, 2016; Saad, 2002; Smith, 2016; Strickler & Danigelis, 2002; Wang, 2004). Another especially salient factor that influences abortion is political ideology. Since 1987, liberalism has remained a significant predictor of support for abortion access and conservatism as a predictor of opposition (Strickler & Danigelis, 2002). Moreover, there has been an increase in individuals who identify as conservative, with many young adults identifying with the Republican party; these numbers are on par with support during the “golden age of the GOP,” during the Regan administration (Twenge, Honeycutt, Prislín, & Sherman, 2016). Given the uptick in this particular brand of conservative ideology, it is important to understand how we can shift attitudes, regardless of partisan divide, to be more supportive of women’s autonomy.

So, how do we take on the monumental task of convincing everyone (especially across political parties) that women have the right to decide what happens to their bodies? One way may be through empathy from personal exposure; one would think that if someone has experience with abortion (either themselves or a friend/acquaintance), they would be more understanding; in fact, some research shows that this is often the case (Hess & Rueb, 2005).

**Students with conservative political views and who had an exposure to abortion reported the LOWEST support for abortion access**

Surprisingly, there was an interaction effect, such that students with conservative political views and who had an exposure to abortion reported the LOWEST support for abortion access; even less than conservative students with no abortion experience.

This interaction effect was not seen among moderate or liberal students; as expected, abortion experience increased the level of support among moderate/liberal students. These findings were completely at odds with our expectations, which resulted in our efforts to understand the larger picture.

One explanation may be found in the roots of these political philosophies. Conservatism has been associated with a morally charged and unwavering political agenda, conservatives are not likely to adjust their view points, especially if the status quo may be threatened by the change (Choma, Hafer, Dywan, Segalowitz, & Busseri, 2012). Liberalism supports a different ideological approach than conservatism; its two core values are fairness and defending those who are weaker (Farwell & Weiner, 2000; Twenge et al., 2016). The liberal ideology is also progressive and aligns with social justice issues (Choma et al., 2012).

As seen above, experience with abortion only further confirms liberal students’ support of abortion access. It is important to note that conservatives also value fairness and defending those who are weaker; however, how that is executed and who is defended are conducted in a different manner. Moreover, conservatives take a more fetal-centric stance regarding who really needs protection. In addition, individuals who identify as conservative are less likely to support someone who they perceive to be responsible for their own circumstances (e.g., pregnancy can be avoided; Farwell & Weiner, 2000). Thus,
SPW MEMBER SERVICES

Join Division 35 at www.apa.org/divapp. New memberships are free. Membership is for January-December. If you apply during August-December, your membership will be for the following January-December.


Website: www.apadivisions.org/division-35/

Journal: Subscription to the journal Psychology of Women Quarterly is included with membership. The journal may be accessed at pwq.sagepub.com

Newsletter: The Feminist Psychologist is sent out as hard copy via US mail, is posted on the Division website, and is shared on the Division's announce listserv.

Email lists: Keep up with the latest Division 35 news through its email listservs. They are listed at lists.apa.org (scroll down to the ones that begin with "DIV35")


For help with membership issues, contact the Division office at division@apa.org or (202) 336-6013.

NATIONAL MULTICULTURAL CONFERENCE & SUMMIT

The 2019 National Multicultural Conference and Summit Planning Committee is proud to announce that the 2019 convening will take place in Denver, Colorado, January 16-18, 2019. Our theme is "Truth to Power: Impact Through Community Voice and Action".

We are planning a Summit experience that honors our communities and uplifts the voices of those we are charged with serving.

CALL FOR REVIEWERS:

Laurie Mintz, long-time member and “Fellow” (a term she agrees is time to retire) of Division 35. Laurie has a forthcoming book, Becoming Cliterate: Why Orgasm Equality Matters—and How to Get It (HarperOne, an imprint of HarperCollins) which is a combination of feminist analysis and self-help aimed at closing the orgasm gap and empowering millennial women to orgasm. If you are interested in reviewing the book and writing a brief review for The Feminist Psychologist. Please let us know! Send your request to reiewer to: spw.fempsychnews@gmail.com
Walking a Mile (cont’d)

it would appear that personal experiences with abortion do not adjust conservative students’ views on abortion; in fact, it appears to only further confirm their beliefs. Individuals who identify as conservative tend to be religious, and their faith further instills their values in the conservative party, particularly the pro-life stance (Bartkowski, Ramos-Wada, Ellison, & Acevedo, 2012). As such, adjusting the party’s views could be difficult, especially when considering the current state of affairs, the President’s inappropriate outburst towards women, and the fraudulent statistics towards abortion he spouted while on the campaign trail.

So, what are the next steps? To be clear, there may not be one right answer, but we know a good place to start is through advocacy and voting. Nearly 60% of the country supports abortion conditionally (Smith & Sons, 2013); however, only 20% of the population report abortion views are “very important” regarding which candidate to support and this 20% tends to vehemently lean anti-choice (Bowman & Sims, 2017). Given the current political climate, it is more important than ever to prioritize electing pro-choice candidates - not just in the Presidential election but in state and local municipalities as well. Let us also call our friends, students, family members, colleagues, and peers to action in order to prioritize this issue when selecting candidates. Let them know that a candidate who is not committed to protecting abortion access and women’s bodily autonomy is not a candidate that is serving all of their constituents. As the bearers of the brunt of patriarchal oppression, women are the constituents who need to be won over. Protecting their right to decide what goes on with their bodies should be the baseline.

References

The American Psychological Association (APA) states that “Fellow” status is an honor bestowed upon APA members who have shown evidence of unusual and outstanding contributions or performance in the field of psychology. “Fellow” status requires that a person’s work has had a national impact on the field of psychology beyond a local, state or regional level. APA specifies that “a high level of competence or steady and continuing contributions are not sufficient to warrant “Fellow” status. National impact must be demonstrated . . . . Volume of work does not necessarily convey impact and unusual/outstanding contributions.”

Criteria for APA “Fellow” Status
(http://www.apa.org/membership/fellows/apply.aspx)

- Doctoral degree based in part on a psychological dissertation.
- Prior status as a member for at least one year, and nomination by a division to which the member belongs.
- Active engagement in the advancement of psychology.
- Five years of acceptable postdoctoral experience.
- Evidence of unusual and outstanding contribution or performance in the field of psychology.

SPW/Division 35 Specific Criteria for “Fellow” Status

SPW/Division 35 provides an organizational base for feminists interested in teaching, research and/or practice in the psychology of girls, women, femininities and gender. Its purpose is to promote feminist scholarship, research, teaching and practice, and to advocate for policies that advance social justice and equality for women and men, across their intersectionalities, and transnationally. SPW/Division 35 is the feminist voice of APA.

SPW/Division 35 requires that candidates for “Fellow” demonstrate that a significant part of their unusual and outstanding contributions were made directly in the service of furthering the psychological understanding, well-being, and rights of girls and women, from a feminist perspective. These contributions should be documented, and must include at least one of the following:

1. Produced innovative and impactful scholarly (theoretical and/or research) psychological publications on girls, women, femininities, and/or gender in well refereed journals and/or books, with a favorable citation record by other scientists, over an extended period of time.
SPW/Division 35 Specific Criteria for “Fellow” Status (cont’d)

2. Served as Editor or Associate Editor, over an extended period of time, of a major psychology/social sciences feminist journal in the fields of women, femininities and gender.

3. Produced and delivered innovative and impactful peer-reviewed or (nationally and/or internationally) invited psychological presentations/workshops on girls, women, femininities and/or gender, from a feminist perspective, over an extended period of time.

4. Provided distinguished and sustained feminist and women-focused leadership and service (within SPW/Division 35 and beyond) that contributed to the growth and recognition of SPW/Division 35.

5. Created innovative and (nationally and/or Internationally) impactful feminist methods/programs of teaching/education/training that significantly advanced the psychology of girls, women, femininities, and/or gender.

6. Developed feminist assessment tools and/or interventions for girls and women that transformed (at the national and/or international level), the practice of counseling/psychotherapy/consultation with girls and women, and/or feminist educational, harm/-morbidity/-mortality-prevention, and/or empowerment enhancement programs for girls and women.

Applicants for “Fellow” Status in SPW/Division 35 must be endorsed by at least three APA “Fellows” who are also “Fellows” of SPW/Division 35.

Walking a Mile (cont’d)


intervention for women studying abroad, preliminary findings suggest that this is a promising approach. The next step is to expand research on sexual assault in the study abroad environment, as well as the measures ISDs are taking to protect their students. Until we have a clearer understanding of the mechanisms surrounding the heightened vulnerability for assault compared to their stateside peers, we will not be able to target intervention programs to best meet the needs of students traveling abroad. In conclusion, resistance training can help students learn that they are entitled to set and reinforce their boundaries, no matter what country they are in. After all, a powerful “NO” needs no translation.

References


Press Releases/2011/11-14-Open-Doors-Study-Abroad


Prepariene.com

SeeJaneFightBack.com


Want to discuss further? Contact the authors at: jill.swirsky@gmail.com and tiff.marcan@gmail.com
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Unless otherwise stated, the views expressed herein are those of the authors and do not necessarily reflect official policy of the Society for the Psychology of Women, the American Psychological Association, or the editors.

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SPW members, send address changes in writing to APA Membership Office, 750 First Street, NE, Washington, DC 20002-4242.

SPW affiliates, send address changes to Division 35 Administrative Office, 750 First Street, NE, Washington, DC 20002-4242, phone: 202-336-6013, email: division@apa.org.

Deadlines
The newsletter is published quarterly and reaches readers approximately six to eight weeks following each deadline: Fall Issue by September 1, Winter Issue by December 9, Spring Issue by February 15, Summer Issue by June 1.

Send submissions to: spw.feministpsychnews@gmail.com

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